



Pupil premium strategy statement

Giles Junior School 2026-2029

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2026-7 2027-8 2028-9
Date this statement was published	31/07/2026
Date on which it will be reviewed	31/07/2027
Statement authorised by	Louise Whitby
Pupil premium lead	Louise Whitby
Governor / Trustee lead	Kim Hedley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-6)	£121,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,540

Part A: Pupil premium strategy plan

Statement of intent

At Giles Junior School, we do not simply seek to close attainment gaps; we strive to remove barriers, unlock potential and ensure every child has the opportunity to flourish as a learner, leader and citizen.

At Giles Junior School, we believe that every child deserves the opportunity to achieve their full potential, regardless of their background or personal circumstances. We recognise that disadvantage is rarely a single factor and, for many of our pupils, it is accompanied by additional barriers such as special educational needs, lower attendance, social and emotional needs, reduced life experiences or lower starting points in literacy. Our pupil premium strategy is therefore designed to identify and remove these barriers, enabling every pupil to thrive academically, socially and emotionally.

The foundation of our strategy is consistently high-quality teaching. We recognise that excellent classroom practice has the greatest impact on improving outcomes for disadvantaged pupils, and we therefore invest in evidence-informed professional development, adaptive teaching and high-quality curriculum delivery. Alongside this, we provide targeted academic interventions where pupils require additional support, particularly in reading, writing and mathematics, ensuring that interventions are carefully monitored and adapted to maximise their impact.

We are equally committed to addressing the wider barriers that can prevent disadvantaged pupils from succeeding. Through our Positive Regard approach, Leader in Me philosophy, therapeutic interventions, pastoral support, Family Support Worker provision and specialist adaptive provision, we promote emotional wellbeing, resilience, self-regulation and positive relationships. We believe that pupils learn best when they feel safe, valued and ready to learn.

Our strategy also seeks to ensure that financial disadvantage does not prevent pupils from accessing the full life of the school. We provide support with educational visits, enrichment opportunities, school uniform, breakfast provision and wider curriculum experiences to develop cultural capital, raise aspirations and broaden horizons.

All decisions regarding the use of pupil premium funding are informed by the best available educational evidence, including guidance from the Education Endowment Foundation (EEF), alongside our own robust assessment, attendance and pastoral information. We regularly evaluate the impact of our spending to ensure that resources are directed where they make the greatest difference for our disadvantaged pupils.

Ultimately, our ambition is that disadvantaged pupils at Giles Junior School achieve well from their individual starting points, attend school regularly, participate fully in school life and leave us as confident, resilient and aspirational young people who are fully prepared for the next stage of their education.

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Attendance and Persistent Absence	A significant minority of disadvantaged pupils have lower attendance than their peers due to anxiety, emotional wellbeing, family circumstances and medical needs. Reduced attendance limits access to high-quality teaching and wider opportunities.
2. Literacy, Vocabulary and Writing	Some disadvantaged pupils enter Key Stage 2 with lower reading fluency, vocabulary and writing skills. Limited language development affects comprehension, writing quality and access to the wider curriculum.
3. High Levels of SEND within the Disadvantaged Cohort	A higher proportion of disadvantaged pupils also have SEND. These pupils require carefully adapted teaching, additional adult support and targeted interventions to access learning successfully.
4. Emotional Wellbeing and Self-Regulation	Some disadvantaged pupils experience difficulties with emotional regulation, resilience and confidence, reducing readiness to learn and engagement with school.
5. Cultural Capital and Enrichment	Some disadvantaged pupils have fewer opportunities to access wider experiences beyond school, limiting background knowledge, aspirations and confidence.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils attend school regularly and are ready to learn.	• Overall attendance for disadvantaged pupils improves year-on-year. • Persistent absence for disadvantaged pupils reduces. • Punctuality improves. • Personalised attendance plans demonstrate positive impact. • More pupils access learning consistently through improved attendance.
Disadvantaged pupils make strong progress in reading, writing and mathematics through consistently high-quality teaching.	• Internal assessment and statutory outcomes demonstrate improved attainment and progress.

	• Book scrutiny shows pupils applying learning independently. • Learning walks demonstrate consistent adaptive teaching. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows where appropriate.
Disadvantaged pupils develop stronger literacy skills, particularly in vocabulary, reading fluency and writing.	• Reading fluency improves across KS2. • Writing books show improved sentence construction, vocabulary, spelling and presentation. • Pupils write independently with increasing confidence. • End-of-key-stage outcomes in reading and writing improve.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Our wider strategies are designed to remove barriers that prevent disadvantaged pupils from fully accessing learning. They are informed by the Education Endowment Foundation's evidence that improving attendance, parental engagement, social and emotional development, and wider participation in school life contributes to improved educational outcomes, particularly when combined with consistently high-quality teaching.

Teaching (for example, CPD, recruitment and retention)

High-quality teaching remains the most important lever for improving outcomes for disadvantaged pupils. Therefore, a significant proportion of our pupil premium funding is invested in professional development to strengthen classroom practice, ensuring that all staff have the knowledge, skills and confidence to deliver consistently high-quality, adaptive teaching.

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Follow up training on positive regard – specifically supporting self-regulation	The EEF identifies Social and Emotional Learning (SEL) as having an average impact of +4 months' additional progress . Developing staff expertise in	4

£400	supporting emotional regulation improves pupils' readiness to learn, behaviour and engagement, particularly for disadvantaged pupils who may experience additional social, emotional or behavioural barriers. At Giles Junior School, Positive Regard is central to our inclusive ethos and is complemented by restorative approaches, Leader in Me and therapeutic interventions. EEF Evidence: <i>Teaching and Learning Toolkit – Social and Emotional Learning (+4 months)</i> and <i>Improving Social and Emotional Learning in Primary Schools</i> Guidance Report.	
<i>Further training in writing – Jane Considine for all staff + Subscription to planning platform £600</i>	The EEF states that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Developing teachers' subject knowledge and pedagogy in writing enables pupils to receive consistent, high-quality instruction in vocabulary, sentence construction, grammar and composition. This investment directly supports our whole-school priority to improve writing outcomes through explicit modelling, independent writing and high expectations. EEF Evidence: <i>Effective Professional Development Guidance Report</i> and <i>Teaching and Learning Toolkit – Feedback (+6 months)</i> , <i>Reading Comprehension Strategies (+6 months)</i> and <i>Writing approaches embedded through Quality First Teaching</i> .	2
<i>ELSA Training and Supervision £1,000</i>	ELSA training enables staff to provide targeted emotional literacy support for pupils experiencing emotional barriers to learning. The EEF highlights that Social and Emotional Learning approaches improve pupils' confidence, emotional regulation and readiness to learn, while trained practitioners ensure interventions are delivered consistently and effectively. Ongoing supervision ensures fidelity to the programme and continuous professional development. EEF Evidence: <i>Teaching and Learning Toolkit – Social and Emotional Learning</i>	3

	(+4 months) and <i>Improving Social and Emotional Learning in Primary Schools</i> .	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Many of our disadvantaged pupils experience multiple overlapping barriers to learning, including SEND. This provision ensures pupils continue to access ambitious curriculum content while receiving personalised support, enabling successful inclusion within mainstream classes wherever appropriate.

Budgeted cost: £160,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specific therapeutic interventions e.g. ELSA sessions, drawing and talking</i> <i>Staffing cost £15.52 hr</i> <i>4 hours per week x 38 =</i> <i>£2,359</i>	The EEF identifies Social and Emotional Learning (SEL) as having an average of +4 months' additional progress, particularly where interventions are carefully targeted and delivered by trained staff. Supporting emotional regulation, resilience and wellbeing improves pupils' readiness to learn and engagement in the classroom. At Giles Junior School, therapeutic interventions are targeted following assessment and are monitored through pupil progress, Boxall Profiles, behaviour records and pupil voice. EEF: Teaching and Learning Toolkit – Social and Emotional Learning and <i>Improving Social and Emotional Learning in Primary Schools</i>.	3
<i>Additional support from Family support worker</i> <i>£43,811</i>	The EEF highlights that effective parental engagement can lead to approximately +4 months' additional progress when schools work in partnership with families to improve attendance, routines, behaviour and learning. Our Family Support Worker removes barriers through attendance support, safeguarding, emotional wellbeing, early help and family engagement, enabling pupils to access learning more consistently. School evidence demonstrates improvements in attendance, engagement and parental	4, 5

	relationships following targeted support. EEF: Teaching and Learning Toolkit – Parental Engagement.	
Specialist Adaptive Provision for Disadvantaged Pupils with SEND <i>where they access small group provision in addition to access to their mainstream class. E.g. 2026-7 pupils 24 accessing this at a cost of £12,656 per pupil (staffing costs) = £113,215 (please note additional costs are made up with SEND funding which is an additional 50%)</i>	The EEF states that high-quality teaching and carefully targeted adaptive support have the greatest impact on pupils with SEND. Small-group provision, precision teaching, pre-teaching and bespoke interventions enable pupils to successfully access both specialist and mainstream learning. Giles Junior School's graduated approach allows pupils to access mainstream learning while receiving personalised support, promoting inclusion and improving progress from individual starting points. Impact is measured through EHCP outcomes, provision maps, pupil progress meetings and reintegration into mainstream lessons where appropriate. EEF: Special Educational Needs in Mainstream Schools Guidance Report and Teaching Assistant Interventions.	3
<i>Leader in Me Programme £1,500</i>	Leader in Me develops leadership, self-regulation, resilience, communication and responsibility. These approaches closely align with the EEF's evidence on Social and Emotional Learning (+4 months) and Metacognition and Self-Regulation (+7 months) by explicitly teaching pupils to reflect on their learning, set goals and develop positive learning behaviours. At Giles Junior School, the programme contributes to improved behaviour, pupil leadership opportunities, attendance and personal development, with impact evidenced through pupil voice, behaviour data and leadership participation. EEF: Teaching and Learning Toolkit – Metacognition and Self-Regulation and Social and Emotional Learning.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wider opportunities e.g. panning for trips to enrich their experiences. Trips £1800</i>	The EEF recognises that pupils from disadvantaged backgrounds often benefit from opportunities that broaden their experiences, develop language and increase motivation to learn. Educational visits enrich the curriculum, build cultural capital and provide meaningful contexts for reading, writing and discussion. At Giles Junior School, pupil voice consistently demonstrates high levels of engagement following visits and enrichment experiences, with teachers identifying improved vocabulary and classroom participation.	5
<i>Offering free breakfast when children come into school. £3,000</i>	Good attendance and readiness to learn are fundamental to academic success. Providing breakfast supports punctuality, concentration and engagement at the start of the school day. Our attendance monitoring demonstrates that targeted breakfast provision improves punctuality and supports vulnerable pupils to access learning consistently. The EEF highlights that wider strategies which improve engagement and reduce barriers to learning can positively influence attainment.	1, 3
Life Skills and Personal Development Programme £2,400	The EEF identifies Social and Emotional Learning (SEL) as having a positive impact on academic outcomes while also improving confidence, resilience and relationships. Practical life skills such as cooking promote independence, communication, teamwork and self-regulation while developing wider life skills and cultural capital that some disadvantaged pupils may not otherwise experience.	5
<i>Offering a free PE kit twice a year. £3,278</i>	Removing financial barriers ensures pupils can participate fully in PE, school sport and wider school life. This supports inclusion, attendance, wellbeing and self-esteem. Ensuring disadvantaged pupils have the correct equipment removes stigma and enables full participation alongside their peers. The EEF highlights the positive contribution that physical activity and wider school participation can make to engagement and learning	4
<i>Attendance Meetings held with SLT for pupils falling behind to offer a</i>	The EEF identifies parental engagement as an effective strategy for improving pupil outcomes, particularly where communication is personalised and focused on removing barriers. Regular	1

<i>plan to overcome individual barriers.</i> <i>SLT Hourly rate £40 4 meetings for 4 pupils 6 times a year = £3,840</i>	attendance meetings allow the school and families to work collaboratively to identify challenges, agree tailored support and monitor progress. School data demonstrates that personalised attendance support has contributed to improved attendance for targeted pupils.	
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Total budgeted cost: £2,000 + £160,885 + £14,318 = £117,049

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall attainment

- **Three-year combined attainment** (Reading, Writing and Maths Expected Standard) for disadvantaged pupils is **47%**, compared with a national disadvantaged average of **46%**, placing the school **close to the national average**.
- In **2025**, disadvantaged pupils achieved **52%** at the expected standard compared with **47% nationally**, demonstrating outcomes above the national disadvantaged average despite the cohort having a high level of SEND.

Reading

- Reading outcomes for disadvantaged pupils remain **consistently close to the national disadvantaged average** across the three-year period.
- In **2025**, disadvantaged pupils achieved **67%** in reading compared with **63% nationally**, indicating strong performance despite the cohort context.

Writing

- Writing is a notable strength.
- Across the **three-year average**, disadvantaged pupils achieved **64%** compared with **59% nationally**.
- In both **2023 and 2024**, disadvantaged pupils outperformed the national disadvantaged average by **8 percentage points**, demonstrating sustained success in writing.

Mathematics

- Mathematics outcomes have shown **clear improvement**.
- In **2025**, disadvantaged pupils achieved **71%**, compared with **61% nationally**, exceeding the national disadvantaged average by **10 percentage points**.
- The disadvantage gap compared with national non-disadvantaged pupils has **narrowed** in mathematics, demonstrating positive impact from the school's approach.

Summary

Outcomes for disadvantaged pupils compare favourably with national disadvantaged outcomes. Over the last three years, combined attainment in reading, writing and mathematics has remained close to the national disadvantaged average, with 2025 outcomes exceeding national figures despite a cohort with a high proportion of pupils with SEND. Writing continues to be a particular strength, with disadvantaged pupils consistently outperforming national disadvantaged outcomes over time. Reading outcomes remain in line with national averages, while mathematics showed significant improvement in 2025, with disadvantaged pupils achieving 10 percentage points above the national disadvantaged average and a narrowing of the attainment gap. These

outcomes reflect the positive impact of the school's inclusive provision, adaptive teaching and targeted intervention strategies.

Data taken from IDSR

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	85	47%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	21	52%	47%	Close to average (non-sig)	69%	-17	No meaningful change	High - SEN
2024	35	49%	46%	Close to average (non-sig)	67%	-19	No meaningful change	-
2023	29	41%	44%	Close to average (non-sig)	66%	-25	Not available	High - SEN

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	85	61%	62%	Close to average (non-sig)	80%	-18	Not applicable	Not applicable
2025	21	67%	63%	Close to average (non-sig)	81%	-14	No meaningful change	High - SEN
2024	35	57%	62%	Close to average (non-sig)	80%	-23	No meaningful change	-
2023	29	62%	60%	Close to average (non-sig)	78%	-16	Not available	High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	85	64%	59%	Close to average (non-sig)	78%	-14	Not applicable	Not applicable
2025	21	57%	59%	Close to average (non-sig)	78%	-21	No meaningful change	High - SEN
2024	35	66%	58%	Close to average (non-sig)	78%	-12	No meaningful change	-
2023	29	66%	58%	Close to average (non-sig)	77%	-12	Not available	High - SEN

Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	85	55%	60%	Close to average (non-sig)	80%	-24	Not applicable	Not applicable
2025	21	71%	61%	Close to average (non-sig)	81%	-9	Narrowing	High - SEN
2024	35	51%	59%	Close to average (non-sig)	79%	-28	No meaningful change	-
2023	29	48%	59%	Close to average (non-sig)	79%	-31	Not available	High - SEN

Many of our disadvantaged pupils experience multiple overlapping barriers to learning, including SEND. This provision ensures pupils continue to access ambitious curriculum content while receiving personalised support, enabling successful inclusion within mainstream classes wherever appropriate.

EEF Strand	Average Impact
Metacognition & Self-Regulation	+7 months
Teaching Assistant Interventions	+4 months
Social & Emotional Learning	+4 months
Parental Engagement	+4 months
Small Group Tuition	+4 months
Feedback	+6 months
Reading Comprehension Strategies	+6 months
Mastery Learning	+5 months